

# Pupil premium strategy statement – Ulverston Victoria High School 2022-23

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	1338
Proportion (%) of pupil premium eligible pupils	12.33%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23 to 2023/24
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Matthew Hardwick
Pupil premium lead	Alessandra Desbottes
Governor lead	Denise Chamberlain

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£153 345
Recovery premium funding allocation this academic year	£36 708
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£190 053

# Part A: Pupil premium strategy plan

## Statement of intent

Our principal intention is to ensure that all pupils regardless of their background or barriers to learning, will make the same progress as their non pupil premium peers and enjoy academic success across the curriculum including in EBacc subjects.

We aim to support disadvantaged pupils to achieve their academic targets including those who have been identified as academically able. We will analyse all the barriers faced by vulnerable students including those who have a social worker and those who are young carers. This document is intended to explain and validate the decisions we have made and actions we have put into place to best support our vulnerable and disadvantaged students.

“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils” (**THE EEF GUIDE TO THE PUPIL PREMIUM**) It is indisputable that high quality teaching is essential in ensuring all students achieve their academic goals and this is critical regarding disadvantaged students and closing the disadvantaged attainment gap. Providing high quality teaching remains our uppermost priority and this will have benefits for all students in the school, both disadvantaged and non-disadvantaged learners. We also understand that this must be sustained throughout a student’s education and, through a rigorous monitoring process of teaching, ensure that students are given the best possible classroom experience.

Many students and particularly disadvantaged students suffered from a loss of learning time through the Covid Pandemic and this continues to affect their progress. We have refined our assessment and monitoring systems and monitor closely those students who are not achieving their targets and put into action bespoke intervention packages.

Before any intervention is implemented, we will diagnose disadvantaged students’ barriers, challenges and needs; use robust evidence to support our strategy; implement this then continually monitor, review and modify. We have created a “disadvantage matrix” where barriers to learning are highlighted and the objectives for each subsequent intervention are explained and reviewed.

The diagnosis of individual students’ needs will be based on attendance data and levels of persistent absence; academic assessments and teacher feedback on pupils’ level of engagement and participation; behaviour incidences and exclusions data; information on wellbeing, mental health and safeguarding; access to technology and curricular materials.

We believe that all students should enjoy a rich and varied curriculum but also have a good understanding of their curriculum journey in every subject. Whilst knowledge is important to

all learning, students need to understand new learning in relation to what they already know and be taught strategies to enable them to retrieve knowledge. This is particularly important to disadvantaged students some of whom may struggle to connect prior, current and future learning. All lessons will begin with Do Now Activities which revisit prior learning to assist with knowledge retrieval and “giving students tasks that embed and reinforce learning; requiring them to practise until learning is fluent and secure; ensuring that once-learnt material is reviewed/revisited to prevent forgetting” (*Evidence Based Education - Great Teaching Toolkit - Evidence Review June 2020*)

Additionally, all students will be provided with explanations of the learning journey through each key stage for every subject and knowledge notes are being introduced to lessons.

The school is still developing a metacognitive approach to teaching and learning, recognising that it is an effective way of improving pupil outcomes. “The potential impact of these approaches is very high, particularly for disadvantaged pupils” (EEF Guidance Report April 2018)

In summary, our intent is to identify barriers to learning (academic and other) for disadvantaged students leading to bespoke interventions to address individual pupil challenges, barriers and needs. We understand the importance of the leadership role in monitoring and evaluating the impact of any interventions and review will be an ongoing part of this process. We also understand the importance of ensuring the cost effectiveness of any interventions.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge															
1	<p>Attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 6.2% and 9.0% lower than for non - disadvantaged pupils.</p> <p>PP – Pupil premium      PA – Persistent absence      WS – Whole school</p> <table border="0"> <thead> <tr> <th></th> <th>From Sep 21 to July 22</th> <th>From Sep 22 -end Nov 2022</th> </tr> </thead> <tbody> <tr> <td>Whole school</td> <td>89.7%</td> <td>93.0%</td> </tr> <tr> <td>PP</td> <td>84.7%</td> <td>85.4%</td> </tr> <tr> <td>PP PA</td> <td>44%</td> <td>41%</td> </tr> <tr> <td>WS PA</td> <td>24.9%</td> <td>19.9%</td> </tr> </tbody> </table>		From Sep 21 to July 22	From Sep 22 -end Nov 2022	Whole school	89.7%	93.0%	PP	84.7%	85.4%	PP PA	44%	41%	WS PA	24.9%	19.9%
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2	<p>Literacy levels are generally lower for disadvantaged students than those of their peers. The school has established a Reading Risk Register in order to implement appropriate interventions such as taught literacy lessons, Lexia sessions, and Reading Buddies( including the use of Accelerated Reader)</p> <p><b>Red</b>                   <b>37+ months below chronological age</b>  <b>Amber</b>               <b>12-36 months below chronological age</b>  <b>Green</b>               <b>6-11 months below chronological age</b></p> <table border="1" data-bbox="359 405 1426 763"> <thead> <tr> <th data-bbox="359 405 646 477">Year Group</th> <th colspan="2" data-bbox="646 405 817 477">Red</th> <th colspan="2" data-bbox="817 405 987 477">Amber</th> <th colspan="2" data-bbox="987 405 1189 477">Green</th> <th colspan="2" data-bbox="1189 405 1426 477">Totals</th> </tr> <tr> <td></td> <th data-bbox="646 477 703 548">PP</th> <th data-bbox="703 477 817 548">Non PP</th> <th data-bbox="817 477 874 548">PP</th> <th data-bbox="874 477 987 548">Non PP</th> <th data-bbox="987 477 1045 548">PP</th> <th data-bbox="1045 477 1189 548">Non PP</th> <th data-bbox="1189 477 1302 548">PP</th> <th data-bbox="1302 477 1426 548">Non PP</th> </tr> </thead> <tbody> <tr> <td data-bbox="359 548 646 620"><b>7 (27PP/212 students)</b></td> <td data-bbox="646 548 703 620">3</td> <td data-bbox="703 548 817 620">12</td> <td data-bbox="817 548 874 620">1</td> <td data-bbox="874 548 987 620">15</td> <td data-bbox="987 548 1045 620">2</td> <td data-bbox="1045 548 1189 620">6</td> <td data-bbox="1189 548 1302 620">6 (22%)</td> <td data-bbox="1302 548 1426 620">30 (16%)</td> </tr> <tr> <td data-bbox="359 620 646 692"><b>8 (31PP/215 students)</b></td> <td data-bbox="646 620 703 692">1</td> <td data-bbox="703 620 817 692">4</td> <td data-bbox="817 620 874 692">3</td> <td data-bbox="874 620 987 692">11</td> <td data-bbox="987 620 1045 692">3</td> <td data-bbox="1045 620 1189 692">2</td> <td data-bbox="1189 620 1302 692">7 (19%)</td> <td data-bbox="1302 620 1426 692">17 (10%)</td> </tr> <tr> <td data-bbox="359 692 646 763"><b>9 (31PP/214 students)</b></td> <td data-bbox="646 692 703 763">2</td> <td data-bbox="703 692 817 763">10</td> <td data-bbox="817 692 874 763">5</td> <td data-bbox="874 692 987 763">17</td> <td data-bbox="987 692 1045 763">0</td> <td data-bbox="1045 692 1189 763">4</td> <td data-bbox="1189 692 1302 763">7 (23%)</td> <td data-bbox="1302 692 1426 763">30 (16%)</td> </tr> </tbody> </table>	Year Group	Red		Amber		Green		Totals			PP	Non PP	<b>7 (27PP/212 students)</b>	3	12	1	15	2	6	6 (22%)	30 (16%)	<b>8 (31PP/215 students)</b>	1	4	3	11	3	2	7 (19%)	17 (10%)	<b>9 (31PP/214 students)</b>	2	10	5	17	0	4	7 (23%)	30 (16%)						
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3	<p>Our assessments, observations and discussions with students and families suggest that the education and wellbeing of many of our disadvantaged students have been impacted by partial school closures to a greater extent than for other students. Disadvantaged students did not engage as well in remote learning, despite provision of laptops. These findings are backed up by several national studies.</p> <p>“Pupils from disadvantaged backgrounds (those eligible for free school meals at some point over the last 6 years) have consistently lost more learning than their more affluent peers throughout the course of the pandemic.” (<i>EPI research for the Department for Education on pupil learning loss</i>)</p> <p>This has resulted in significant knowledge gaps resulting in students falling further behind age-related expectations.</p>																																													
4	<p>Our assessments, observations and discussions with students and families have identified social and emotional issues for many students, such as anxiety, depression and low self-esteem. These challenges particularly affect disadvantaged students, including their attainment. During the pandemic, teacher referrals for support markedly increased.</p>																																													
5	<p>Our observations suggest many lower attaining disadvantaged students lack metacognitive / self-regulation strategies when faced with challenging tasks. Students can have low self-esteem and lack the resilience to keep trying when attempting difficult tasks. We continue to develop Metacognitive strategies, to encourage students to work more independently needs to be re-established as a key focus for teaching and learning alongside a learning journey and spiral curriculum understood by teachers, students and pupils.</p>																																													
6	<p>Maths GCSE results in 2022 demonstrated that attainment for disadvantaged students lags behind that of other subjects. This needs to be addressed. Additionally, school data indicates that year 7 students lag behind their peers.</p>																																													
7	<p>GCSE date indicates that the gap for Progress 8 and Attainment 8 for disadvantaged students increased in2022 having narrowed in previous years.</p>																																													

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved literacy levels among disadvantaged students with a particular focus on reading	By the end of our current plan in 2023-2024, literacy tests demonstrate improved reading skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers
Improved attainment in maths by disadvantaged students particularly raising grade 3s to 4s and grade 4s to 5s.	GCSE results in maths demonstrate an upward trends with improved results and a smaller disparity between results of disadvantaged students and their non-disadvantaged peers.
Improved attainment in maths by disadvantaged students in year 7.	Assessment data shows an upward trend in attainment with a smaller disparity between results of disadvantaged students and their non-disadvantaged peers
Improved metacognitive and self-regulatory skills among disadvantaged students across all subjects.	Teacher reports and class observations suggest disadvantaged students are less able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.
Improved outcomes for disadvantaged students at GCSE	The gap between disadvantaged students and their non-disadvantaged peers diminishes.
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	Sustained high levels of wellbeing from 2023-24 demonstrated by: qualitative data from student voice, student and parent surveys and teacher observations. quantitative data of decreased wellbeing referrals.
To achieve and sustain improved attendance for all students, particularly our disadvantaged students	Sustained high attendance from 2023-24 demonstrated by:  a smaller overall disparity in attendance figures between disadvantaged students and their non-disadvantaged peers  a reduction in the % of disadvantaged students who are persistently absent
Improved outcomes for disadvantaged students at GCSE  To maintain the trend in closing the disadvantaged gap for attainment 8 and progress 8	Narrowing of the gap in Progress 8 and Attainment 8 between disadvantaged and non-disadvantaged students.

Attainment 8 Gap					Gap in Attainment 8 points score continues to narrow
2022	2021 TAG	2020 CAG	2019	2018	
16.77	8.53	13.10	11.13	15.89	

  

Progress 8 Gap					Gap in Progress 8 score continues to narrow
2022	2021 TAG	2020 CAG	2019	2018	
0.98	0.20	0.50	0.78	0.63	

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £22500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Relentless focus on high quality teaching where every teacher is challenged and supported which is key to improving their teaching practice	Research shows that ‘high quality teaching is the most important lever that will help to improve disadvantaged outcomes.’ This has been identified as a key principle in the EEF Guide to the Pupil Premium.	2,3,4,5,7
Purchase of standardised diagnostic assessments ( <i>NGRT reading tests</i> ) A standardised, adaptive, assessment to measure reading skills against the national average. Use it to identify where intervention may be needed, and then to monitor impact and progress made.	Standardised tests facilitate an understanding of specific strengths and weaknesses. Once these have been identified the student can be helped to progress by providing the necessary support and continuously monitored for progress. <b>(Standardised tests -Assessing and Monitoring Pupil Progress/EEF)</b>	2

<p>Strategic liaison between Heads of Year, Key Stage leaders, SENCO and PP coordinator to have a diagnostic analysis of students for targeted interventions through weekly meetings for KS3 and KS4</p>	<p>“Interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored” - <i>(EEF Targeted Academic Support School Improvement Planning 20-21)</i></p>	<p>2, 3, 4</p>
<p>Introduction of weekly taught lesson for all year 7 - <b>Skills For Learning For Life</b></p>	<p>The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. <i>(Metacognition and self-regulation - Toolkit Strand - EEF)</i></p>	<p>3, 5</p>
<p>PASS survey to explore social and emotional wellbeing.</p>	<p>The PASS survey uses 50 multiple choice questions to give standardised data scores on 9 separate threads linked to social and emotional wellbeing and their impact on readiness for learning. These are then ranked in accordance to where they fit into national benchmarks leading to appropriate interventions, as necessary.</p>	<p>3,5</p>
<p>Enhancement of curriculum planning by setting out the aims of a programme of education, with a rich curriculum and including the knowledge and skills to be gained at each stage. There will be no over-concentration on outcomes but rather a greater emphasis on processes. On going training for staff</p>	<p>“This research has given us a lot of confidence that our plans to look beyond data and assess the broader quality of education are achievable and necessary.” Amanda Spielman commentary on <i>An investigation into how to assess the quality of education through curriculum intent, implementation and impact - Ofsted</i></p>	<p>3, 5</p>
<p>Review of maths curriculum to improve interleaved practice.</p>	<p>“generally the research shows that interleaved practice is superior to blocked practice.” <i>(A teacher’s guide to retrieval practice: Interleaving - Kristian Still Published: 27 April 2022)</i></p>	<p>6,7</p>
<p>Maths buddies extra lessons for identified KS3 students</p>	<p><b>EEF Improving Mathematics in Key Stages 2 and 3 - Recommendation 7 Use structured interventions to provide additional support</b></p>	<p>6</p>

## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 92000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised Reading diagnostic tests  Literacy group intervention in years 8 and 9	Standardised tests will provide the school with baseline data and details of students' strengths and weaknesses to inform interventions or other appropriate measures.  <b><i>(EEF Using your pupil premium funding effectively)</i></b>	2
CAT tests PASS surveys	Understanding a child's ability to learn can inform teaching. These tests help identify potential and the need for any additional support in areas that are known to make a difference to learning.  <b><i>(Closing the attainment gap through evidence-informed teaching NFER May 2019)</i></b>	2, 5
Curriculum Support	Study Plus small group teaching for pupils identified as being below target in English and Maths and/or who are experiencing difficulties attending school/accessing the curriculum. Specific focus on engaging students with learning gaps due to Covid.  "Small group tuition has an average impact of four months' additional progress over the course of a year" <b><i>(EEF Teaching and learning Toolkit – Small group tuition)</i></b>	2, 3,7

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £98000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Senior Learning Mentor: Mental Health & Wellbeing	They have a positive impact on average of 4 months additional progress in academic outcomes over the course of an academic	3

School counsellor	year. They are shown to improve social and emotional learning skills. <b><i>(Social and Emotional Learning Interventions EEF)</i></b>	
New positive behaviour centre (Engagement Centre) with appointment of 2 new colleagues and appointment of new manager	“A tailored approach to support an individual’s behaviour should complement the school’s behaviour policy.” <b>EEF IMPROVING BEHAVIOUR IN SCHOOLS Guidance Report (Oct.21)</b>	3
Family Liaison and Education Welfare Officer	On average, the association between being absent from school and KS4 outcomes is worse for disadvantaged pupils than their more affluent peers. <b><i>(Being Present: the Power of Attendance and Stability for Disadvantaged Pupils NFER) Feb 2019</i></b>	1
School nurse	School nurses deliver both universal and targeted services and work across education and health, providing a link between school, home and the community. School nurses are key in supporting the local authority area’s early help system, which encompasses early intervention and the Troubled Families programme or local equivalent.  <b><i>(Best start in life and beyond Improving public health outcomes for children, young people and families – Public Health England Feb. 2021)</i></b>	3

**Total budgeted cost: £ 214 000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Outcomes had been improving for disadvantaged students at GCSE and we were reducing the disadvantaged gap for attainment 8 and progress 8. This was achieved through targeted academic support including Year 8/9 literacy and maths intervention groups; four small Study Plus groups (4 groups in year 11 with 4 periods per groups); small group academic support with 1-1 teaching; employing a new literacy and communication specialist to lead on teaching strategies and interventions.

Wider strategies included providing IT equipment, revision guides, uniform etc. We also employed a Work Related Learning Leader, a Family Liaison and Education Welfare Officer, a school counsellor, a Senior Learning Mentor: Mental Health & Wellbeing, assistant heads of year, a KS2 to 3 transition lead, catch up leads and Homework clubs led by TAs.

Covid undisputedly disrupted learning across all areas of the school but disadvantaged students were hit hardest both in terms of attendance and engagement with learning, both in school and online. Our records also indicate that disadvantaged students were hardest hit in terms of well-being and mental health as evidence by increased referrals to outside support agencies. This has led to our planning this year to provide increased support, both academic and in terms of wellbeing, to best support our disadvantaged students and to ensure that they are not left behind non-disadvantaged students.

#### Attainment 8 GAP

2022	2021 TAG	2020 CAG	2019	2018
<b>16.77</b>	8.53	13.10	11.13	15.89

#### Progress 8 GAP

2022	2021 TAG	2020 CAG	2019	2018
<b>0.98</b>	0.20	0.50	0.78	0.63

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
<p><b>Strategies for Success Workshop</b> to empower students to take control of their learning by equipping them with metacognition and self-regulation skills, such as memory techniques, understanding and condensing text, association maps, the review philosophy and exam preparation.</p> <p>£1500.00 + VAT</p>	Learning Performance

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*